

# BREAKTHROUGH

SEPTEMBER 1983

WHY GATEWAY

BY

James Jones

Director of Personal Awareness Institute

I became a Professional member of the Monroe Institute of Applied Sciences in March of 1982. After receiving the Discovery Album I practiced with the tapes with my clients ( I provide counseling services to people who are experiencing major life transitions, i.e., loss of job, loss of spouse, change in relationship). I knew that the Gateway experience would be valuable, but my consideration was would I obtain that much more benefit for the investment in time, energy and resources. Finally in November 1982 I participated in the Gateway experience. The following is a discussion of some of the outcomes that occurred from the Gateway experience.

I have an expanded awareness of the pre-preparation processes (resonant tuning, energy conversion box, rebal). Before Gateway, after using the tapes for awhile, I and my clients seemed to be bored with this part of the process and often wanted to move quickly forward to the "work" for that session. I now know that the benefit to be obtained from any session using the tapes is directly proportionate to the attention given the pre-preparation process. My clients are going much deeper in their sessions by having this type of attention on preparation.

I have expanded the way I am utilizing some of the tapes. The Discovery tape number 4, release and recharge exercise, has taken a new dimension. I have suggested to clients that some of the fear and emotion that they observe may have been created by them to resist the discovery or the experiencing of some aspect of themselves (Jung's shadow nature). Some of the areas where clients have been stuck have been directly related to this tension within themselves. This new application is very exciting.

At Gateway I had the opportunity to explore some of the educational applications of the Hemi-Sync process and am now looking at utilizing the process in my own training. Many of the group exercises and guided fantasies that I utilize in small group settings will be greatly enhanced by utilizing the Hemi-Sync process with voice over instruction.

Probably the most important outcome is my personal shift in awareness of energy levels and energy systems. I experienced this as a new level of centeredness. Also, in communication with my clients, utilizing the same Discovery tape material, they are creating in their own experience a similar level of centeredness. It is almost as if my awareness of the use of the tapes is being transferred by osmosis to those people I work with. This is an outcome that I will certainly track over the ensuing months.

MONROE INSTITUTE OF APPLIED SCIENCES  
P.O. Box 175, Faber, VA 22938 ... (804) 361-1252

## REPORT OF CLASSROOM DEMONSTRATION OF HEMI-SYNC

by

Terry D. Kramer, L.C.S.W., M.F.C.C.  
Professional Member of MIAS

- METHOD:** Placement of stereo speakers separated approximately 16 feet in front of class during lecture and discussion during an evening college class. The Hemi-Sync tape "Concentration" was used since it contains minimal instructions and exercises. The tape was played one time for 30 minutes and terminated 10 minutes prior to class ending.
- RESULTS:** Marked attention of the class to the subject being discussed (Hemi-Sync methods); excellent rapport between speaker and class and among class members (despite wide range in ages, 19-62, and educational background, one semester of college through post masters); students displayed minimal body movements and good eye contact; relaxed postures and voice tones when asking questions and sharing personal information. No reports of the tape being disruptive. All class members lingered excessively (30 minutes) after class with marked warm interactions. Several class members first noticed several art works which have been in the classroom one year.
- CLASS COMMENTS:** "Very relaxing." "Like listening to a truck running." "Too short." "Let's do it again." I was personally upset before class, but not now." "I'd like to try this with my employees." "My breathing slowed down."
- RECOMMENDATION:** Longer tape (90 or 120 minute cassette). Elimination of introduction voice and termination voice.
- 

### CUSTOM MADE TAPES

MIAS has a new electronic facility to make custom tapes to the specification of the professional member. With the set-up of our new research lab under way we are finally able to produce custom tapes that many of you have asked for over the past year.

It takes Bob a long time to research a new tape and do the scripting. You are the specialists and you could really help us by writing the scripts on the types of tapes you are interested in seeing produced that would aid your practice. This is one area where we need your help.

If your patient/client would be more receptive to your voice, you would need to script and voice your own tape and we would then bed it with the appropriate Hemi-Sync signals or Bob Monroe can voice this tape for you since he has had many years of experience in this field of work.

In bedding your tape we would need to know your objectives and the state in which you want your patient/client to be in at the conclusion of the tape, i.e. fully awake or asleep. If this interests you please contact us for more details.

### HYPERMNESIA EXPERIMENT

Psychology 100, Spring Quarter 1981, Tacoma Community College, Tacoma, Washington.  
24 students in the experimental group; 24 students in the control group.

Students in the experimental group had no access to the texts or tapes.

Tapes used: Monroe Institute of Applied Sciences made especially for Devon Edrington.

Teacher of class: Richard W. Giroux

Experiment conducted by Richard Giroux and Devon Edrington.

| TEST<br># | EXPERIMENTAL<br>MEAN (tape) | CONTROL MEAN<br>(no tape) | EXPERIMENTAL<br>STAND. DEV. | CONTROL<br>STAND. DEV. | T TEST | SIGNIFICANT<br>LEVEL @ .05 |
|-----------|-----------------------------|---------------------------|-----------------------------|------------------------|--------|----------------------------|
| 1.        | 79.44                       | 73.07                     | 14.45                       | 14.43                  | 1.5564 | not sig.                   |
| 2.        | 76.71                       | 65.92                     | 12.37                       | 15.11                  | 2.9207 | > .05 *                    |
| 3.        | 80.38                       | 70.84                     | 12.26                       | 12.53                  | 2.7732 | > .05 *                    |
| 4.        | 83.84                       | 73.92                     | 9.96                        | 11.99                  | 3.1809 | > .05 *                    |
| 5.        | 72.00                       | 58.91                     | 14.62                       | 14.68                  | 3.0925 | > .05 *                    |
| 6.        | 66.64                       | 54.88                     | 17.92                       | 14.28                  | 2.5655 | > .05 *                    |
| <hr/>     |                             |                           |                             |                        |        |                            |
| All 6.    | 76.56                       | 66.37                     | 14.68                       | 15.46                  | 5.9160 | > .05 **                   |

\* Test 2 significant level above .01.

\* Test 3 significant level above .02.

\* Test 4 significant level above .01.

\* Test 5 significant level above .01.

\* Test 6 significant level above .02.

\*\* Overall significant level far above .001.

The essential features of the experiment are: Students in both the experimental and control groups heard the same lectures, read the same books, took the same tests, and were placed into the groups on the basis of the last digit of their social security numbers to ensure randomness. Students in the experimental group were required to listen to each tape twice. The cognitive material to be learned was mixed with Bob's master tape, and no student had access to the scripts. Of course, the students in the control group were not allowed to listen to any tape. The cognitive material consisted of sentences which extended to a maximum of four seconds reading time. They were recorded by the teacher of the class so that the voice would be familiar to the students. The cognitive material consisted of definitions of terms peculiar to the discipline of psychology and fundamental concepts in learning theory, personality theory, etc.

Of course we are all aware that an experiment of this sort can yield misleading results due to the fact that the experimental group is given salient features of the course, whereas members of the control group are left to their own devices to ferret out the salient features. I anticipated that by insisting that the teacher provide to the full class (consisting of experimental and control groups) during lectures the same statements that were made on the tapes. Of course in the lectures these statements were not identified as salient features, they were merely mixed in (in an appropriate, non-obtrusive way) with the narrative.

Combining all six tests, the experimental group scored 10.19 percent higher than the control group, which, by most grading standards, translates into at least one letter grade higher.

Submitted by Devon Edrington  
Professional Member

### INFORMAL WORKSHOP

John Majuri, a psychologist and one of our professional members, held an informal workshop a few months ago. The following is his description of what took place.

The workshop was billed as experimental utilizing the Monroe tapes along with supportive exercises and experiences in order to facilitate a specific change, restructuring a creation of behavioral pattern, i.e. quit smoking, lose weight, get a new job, create a relationship, etc.

The participants were invited and there was no charge. There were eight participants plus myself. Each person had a stereo headset that was hooked into a central stereo cassette player and an amplifier which I controlled. The workshop period was from 7-10:30 Friday evening to approximately 7:30 Saturday evening.

Very briefly what we did was listen to the lecture on Hemi-Sync, the Open Hemi-Sync Exercise tape, the Discovery series and The Visit. These tapes were interspaced with some light body work (Charlotte Selver Method) to facilitate letting go and group trust. Participants also made a collage of their specific pattern changes, (how it would look when completed), and participated in a short dyadic exercises as an aid to acknowledging fears that keep them from making the change, i.e. partner A asks partner B the following "What do you want?" "What keeps you from getting that?" etc.

The workshop ended with the participants sharing with the group the pattern for change they selected, the collage describing how the change will look when completed and making a commitment to implement the change or create the behavior within a three-month period.

The premise for working this way from my point of view was acknowledging the potency of group support. Participants were asked to recall how they felt during the workshop when they returned to their daily lives as means of post-workshop support.

The tapes were utilized to gain deep relaxation, exploration of fears, visualization and specific recognition of the patterns they wished to change or create. So far I have mostly positive feedback. If I do it again I will create a specific follow-up questionnaire.

\* \* \* \* \*

### CONFERENCE FACILITY

With the completion of the new David Francis Hall, we now have a full-fledged conference and meeting center on the Institute's grounds in Virginia. Officially it is called the International Training and Communication Center (ITCC). The Center can house up to twenty five participants and can provide a facility that includes two main conference rooms with full audio-visual equipment, plus five break-out meeting rooms where smaller discussion groups can work more efficiently, plus an Explorer Lounge. If you or your associates are looking for a quiet, scenic environment to have your next seminar or workshop, we would be glad to hold the space for you as we schedule the facility for the coming year. We will be sending you a brochure on this in the near future.

## HAS YOUR LAKE RISEN UP TO HEAVEN?

According to the 43rd hexagram of the I Ching, when resolute action is taken, conditions will change, and Breakthrough occurs.

If the resolute action taken is to combine the power of professional minds with the potential of the Monroe auditory system, I feel the potential for change and Breakthrough has moved beyond limitation.

For three thousand years, the I Ching, or Book of Changes, has been used as a book of wisdom and of guidance -- based on an assumption that those who use it desire to think and behave in a "superior" way, and are seeking to relinquish the inferior from within.

According to Carl Jung, in his Foreword to the Wilhelm/Baynes translation, "The I Ching does not offer itself with proofs and results; it does not vaunt itself, nor is it easy to approach. Like a part of nature, it waits until it is discovered. It offers neither facts nor power, but for lovers of self-knowledge, of wisdom -- if there be such -- it seems to be the right book." "Right", because to Jung, it "represents one long admonition to careful scrutiny of one's own character, attitude, and motives. This attitude appeals to me." And to quote one of my mentors, "This attitude appeals to me", also.

Whether you simply throw three coins, or elaborately divide and sort yarrow stalks, determining one of the 64 hexagrams in the I Ching, is, according to Jung, a fascinating "method of exploring the unconscious" and "in the exploration of the unconscious we come upon very strange things, from which a rationalist turns away with horror, claiming afterward that he did not see anything".

Jung easily shifts from his psychological views of the I Ching to acknowledge that "according to the old tradition, it is 'spiritual agencies' acting in a mysterious way" that influence the throw and thus engender meaningful guidance, a procedure representing "both a supreme expression of spiritual authority and a philosophical enigma" -- the wise counsel and deep insight of which is intended to help us "find our way through the mazes of fate and the obscurities of our own natures."

"I know that previously I would not have dared to express myself so explicitly about so uncertain a matter. I can take this risk because I am now in my eighth decade, and the changing opinions of men scarcely impress me any more; the thoughts of the old masters are of greater value to me than the philosophical prejudices of the Western mind."

Thus each hexagram shows a specific and "superior" way to flow through, confront or rise above any situation. A hexagram thus becomes "the exponent of the moment" -- an essence distilled-in-time out of which the whole not only can be seen, but is given a depth of perspective which would otherwise remain unclear or unavailable.

Jean Wallis has chosen "Breakthrough" as a name for the Monroe Institute's Professional Division newsletter, and the I Ching has much to say about the power and the responsibility of Breakthrough.

In the Wilhelm/Baynes translation of the I Ching, each hexagram offers guidance through both an image and a judgment.

The lake has risen up to heaven:  
The image of Breakthrough.  
Thus the superior man  
Dispenses riches downward  
And refrains from resting on his virtue.

"When the water of a lake has risen up to heaven, there is reason to fear a cloudburst." The superior man understands that all gathering is followed by dispersion -- one distributes while accumulating, teaches as one learns, gives as one is given to -- otherwise those very gifts are the implements of self-destruction.

And that is my image of what the Professional Division is all about.

The judgment of Breakthrough lays down "definite rules that must not be discarded" in the "struggle of the good against evil" -- a metaphor of our internal struggle between superior and inferior ways. Seek out those rules if you choose. That is what Breakthrough is all about.

Melissa Jager, Director of Training

#### HOW DOES HP-10 AFFECT YOU?

Here are some quotes from several of our members:

"When I'm hiking or riding my stationary bicycle..I use SIX-STRONG-QUICK and get a spurt of energy."

"Had to drive home on a dark and dangerous highway...I used FOCUS and RELAX and sailed home without fatigue."

" I recently went to a benefit ball by myself...started with some trepidation that I might not have the opportunities to dance and might feel uncomfortable being there without a date or a husband...I used SEVEN-LET GO and EIGHT-GREAT and had a fabulous evening with plenty of dancing partners.

A psychologist reports that over the holidays she needed to use EIGHT-GREAT and NINE-SPEAK-UP when she was tired and needed to talk smoothly, quickly, and easily with stressful clients.

---

This is the first and experimental newsletter. We welcome your response and contributions. Please direct your correspondence to Jean Wallis, Director of Professional Division. Monroe Institute of Applied Sciences, Rt. 1 Box 175 Faber, VA 22938.